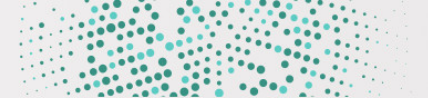


Feedback and Reflective Processes

Activity 1 Introduction



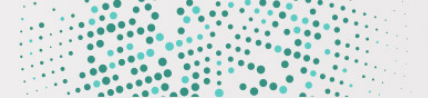


Intended Learning Outcomes

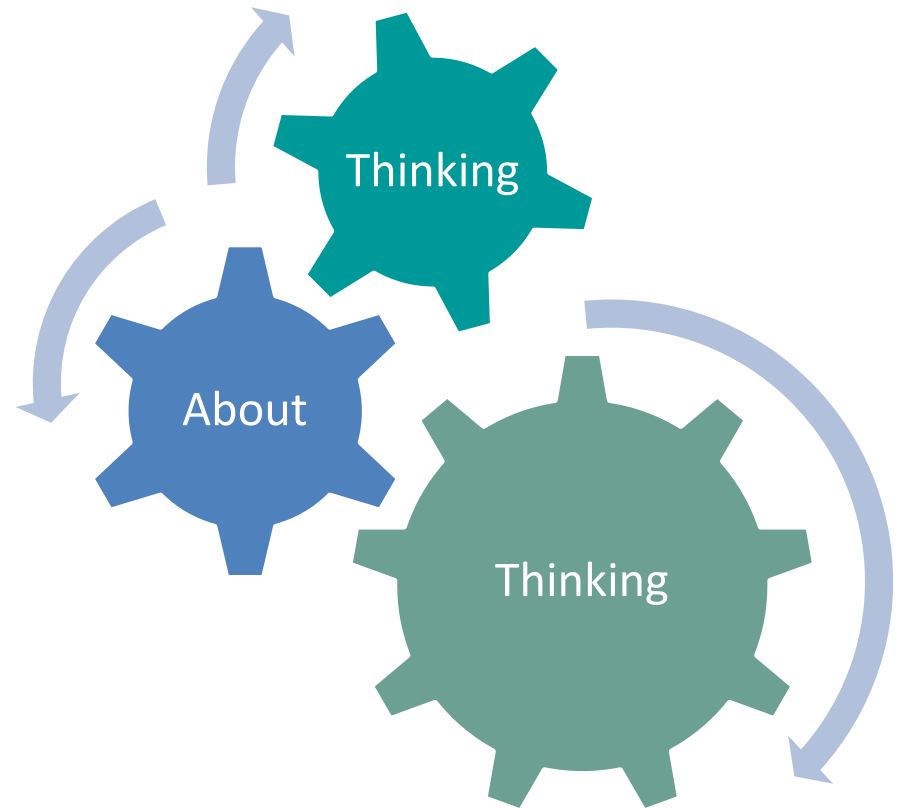
After successful completion of this module, you will be able to:

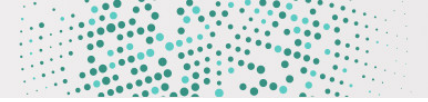
- Identify and apply **reflective tools** and **methods** to be used in **facilitating reflection** in your institutional context to support the internationalisation of study programmes and effective and appropriate teaching and learning in the international classroom
- Articulate your **own values** and **beliefs** with respect to 'good teaching and learning' in international programmes and articulate differences and similarities with other cultural, disciplinary or professional views.
- Critically reflect on your **own professional development** to support internationalisation of the curriculum and teaching and learning in the international classroom and **plan steps** to enhance your international and intercultural competence.





Metacognition

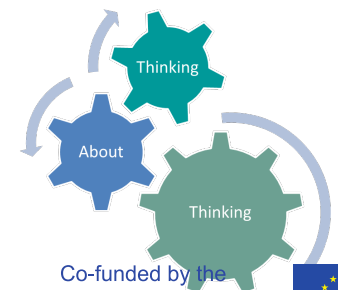




Reflection

Some types of metacognitive knowledge would include:

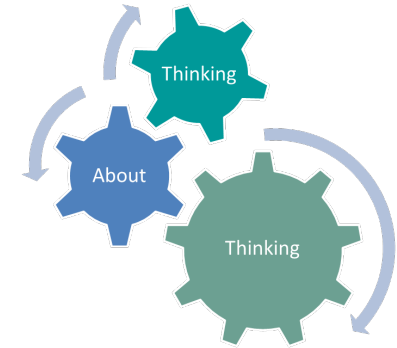
- **Content knowledge** (declarative knowledge): understanding one's own capabilities, such self-assessment of knowledge of a subject (e.g. in a class).
- **Task knowledge** (procedural knowledge): how one perceives the difficulty of a task which is the content, length, and the type of assignment.
- **Strategic knowledge** (conditional knowledge): one's own capability for using strategies to learn information.





Reflect on:

- How I learn best
- What I need to know
- How I will learn this
- etc.



Focus on connection between

- My own effort and the instruction
- My own effort and contribution to group learning
- Learning strategies and learning outcome
- etc.





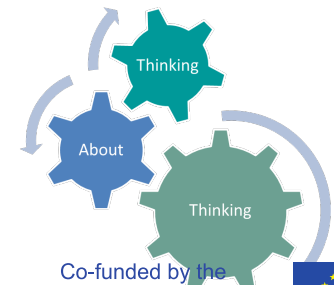
Supporting/developing participants' reflection for the international classroom

Direct

- Work with knowledge and development of teaching strategies in multilingual, multicultural educational settings
- Include explicit input about reflection and feedback in training

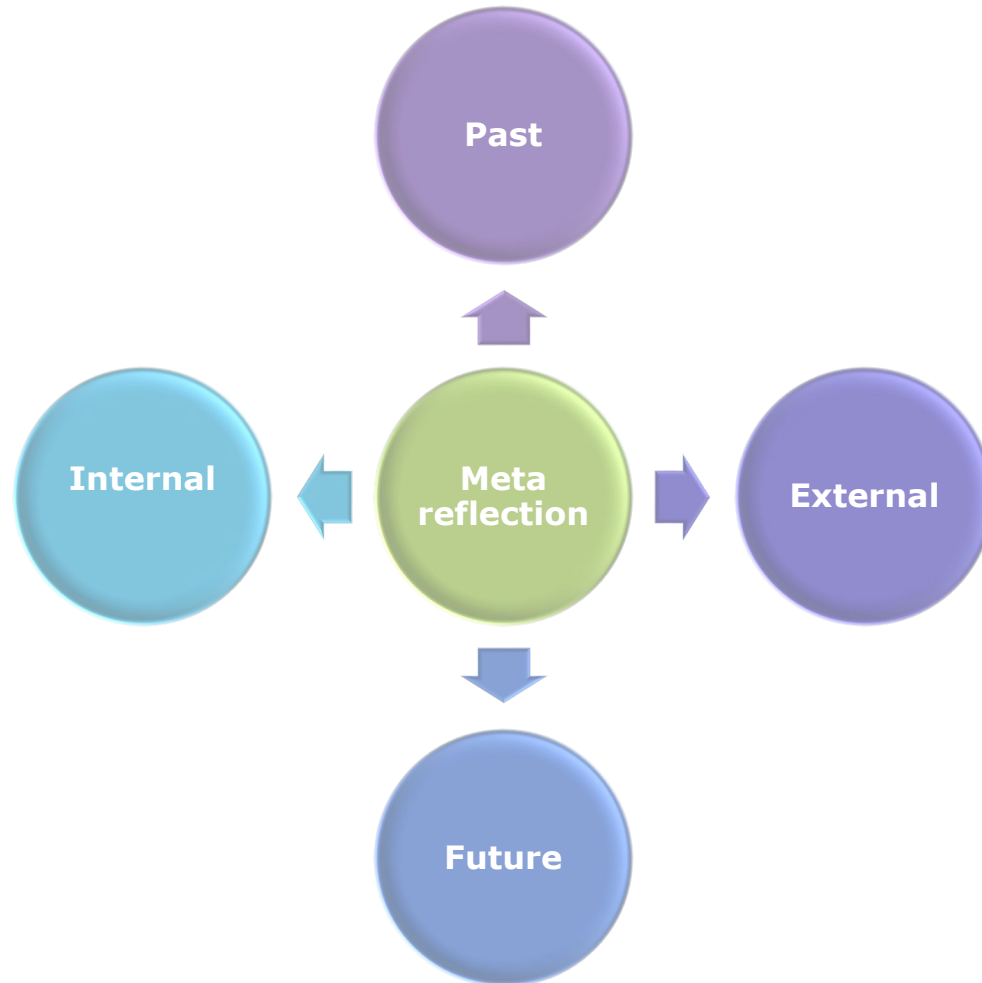
Indirect

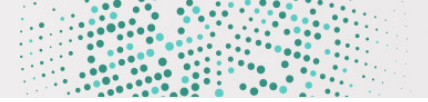
- Connect the dots between input and learning
- Use formative feedback and self-evaluation for further personal development
- Acknowledge process and development, not just product





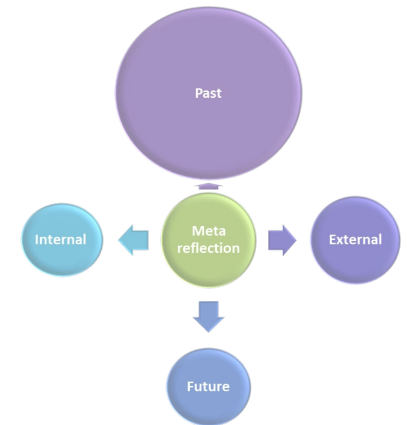
Types of reflection questions :





Past

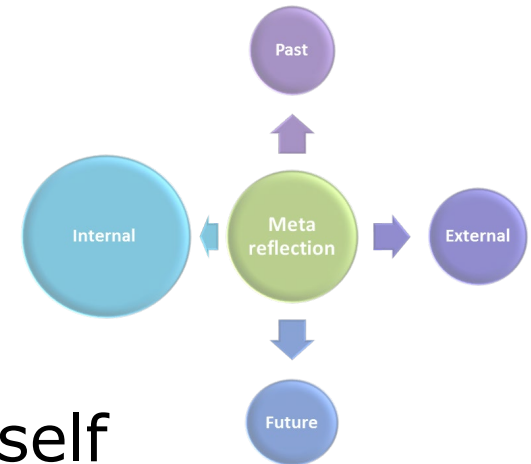
- What experience do I have with the topic?
- How do I usually tackle this type of assignment/task?
- What experience can I draw on?
- Which challenges were the most difficult?





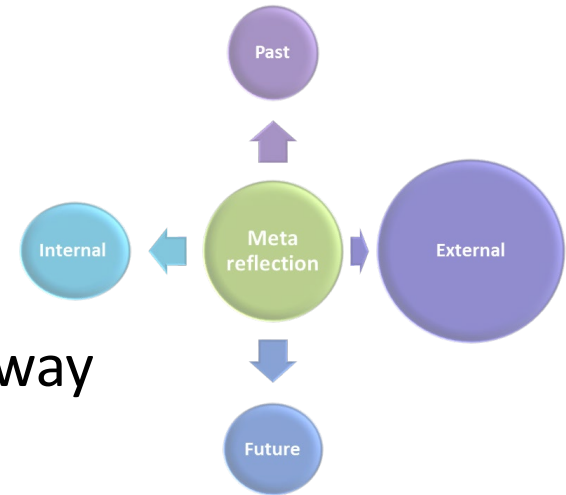
Internal

- How do you feel about your performance?
- What have you learned about yourself from this experience?
- Comparison of this experience with previous experience of the same type



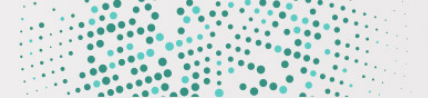


External



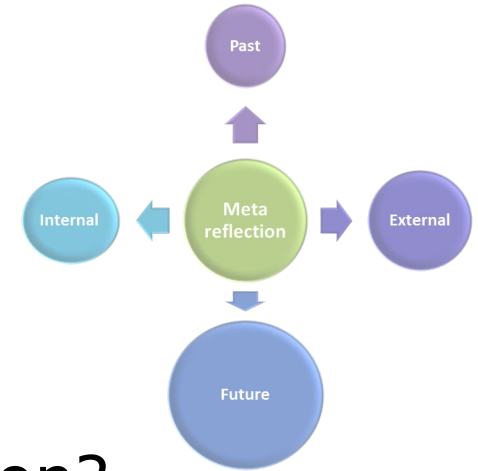
- Did I complete the assignment in the same way as others did?
- What type of feedback would I give myself?
- What type of feedback would you receive from your colleagues?

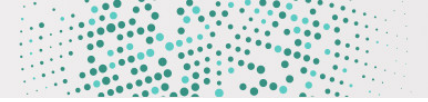




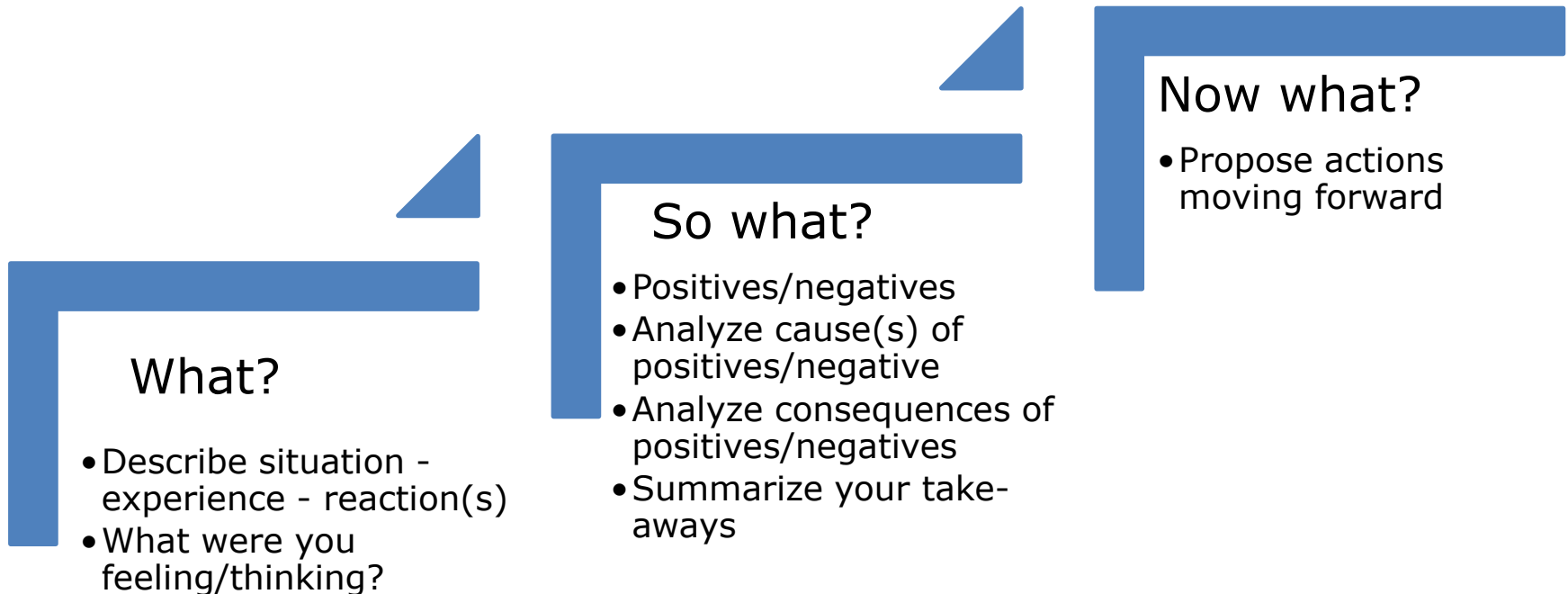
Future

- What do I need to focus on?
- What competence do I want to develop?
- Are there aspects I have observed in my colleagues that I would like to replicate?
- Can I apply the competencies that I have acquired in other contexts? Disciplines?





The What? model of reflection Driscoll (1994, 2000)





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